



Arkansas Comprehensive Testing, Assessment, and Accountability Program

RELEASED ITEM

BOOKLET

GRADE 6

AUGMENTED BENCHMARK EXAMINATION

April 2013

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The criterion-referenced tests implemented as part of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, all grade 6 students in Arkansas public schools participated in the *Grade 6 Augmented Benchmark Examination* in April 2013.

This Released Item Booklet for the *Grade 6 Augmented Benchmark Examination* contains test questions or items that were asked of students during the April 2013 operational administration. The test items included in Part II of this booklet are some of the items that contributed to the student performance results for that administration.

Students were given approximately two hours each day to complete assigned test sessions during the four days of testing in April 2013. Students were permitted to use a calculator for the mathematics items (both multiple-choice and open-response items), with the exception of mathematics questions 1–5 in this Released Item Booklet (items 1–10 in the test booklet). Students were also supplied with a reference sheet to be used during the mathematics sessions so that all students would have equal access to this information during testing. (See the reference sheet on page 21 of this booklet.) All of the reading, writing, and mathematics multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for reading, mathematics, and the essay prompt for writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for writing defining the overall curricular and instructional link for that subject with the *Arkansas English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

The development of the *Grade 6 Augmented Benchmark Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have common distinct levels: Strands to be taught in concert, Content Standards within each Strand, and Student Learning Expectations within each Content Standard. Abridged versions of the *Arkansas English Language Arts Curriculum Framework—Reading Strand*, *Arkansas English Language Arts Curriculum Framework—Writing Strand*, and *Arkansas Mathematics Curriculum Framework* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the Released Item Booklet contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 6 Augmented Benchmark Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of the Content Advisory Committee, for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific Strands, Content Standards, and Student Learning Expectations was based on approximate proportions suggested by the Content Advisory Committee, and their recommendations were accommodated to the greatest extent possible given the overall test design. Part III of the Released Item Booklet provides Arkansas educators with specific information on how the *Grade 6 Augmented Benchmark Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

PART I Scoring Student Responses to Open-Response Items

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

The Arkansas Benchmark Rangefinding Committee assisted in the development of the scoring criteria. The committee comprises active Arkansas educators with expertise in math, English, and/or language arts education.

Reader Training

Readers are trained to score only one content area. Qualified readers for Arkansas scoring will be those with a four-year college degree in math, English, language arts, education, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt, the math open-response item, or the reading passage and its open-response item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then, responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader scoring responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 6 Augmented Benchmark Examination* responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and the Scoring Director or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

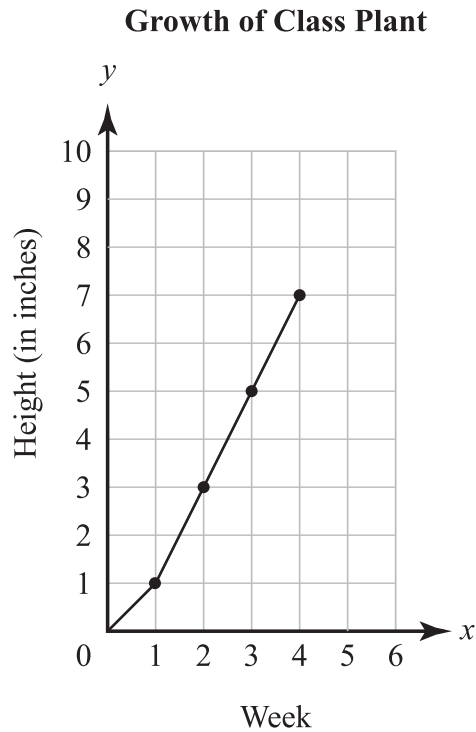
Scoring Procedures

All student responses to the *Grade 6 Augmented Benchmark Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

CALCULATOR NOT PERMITTED—ITEMS 1–5



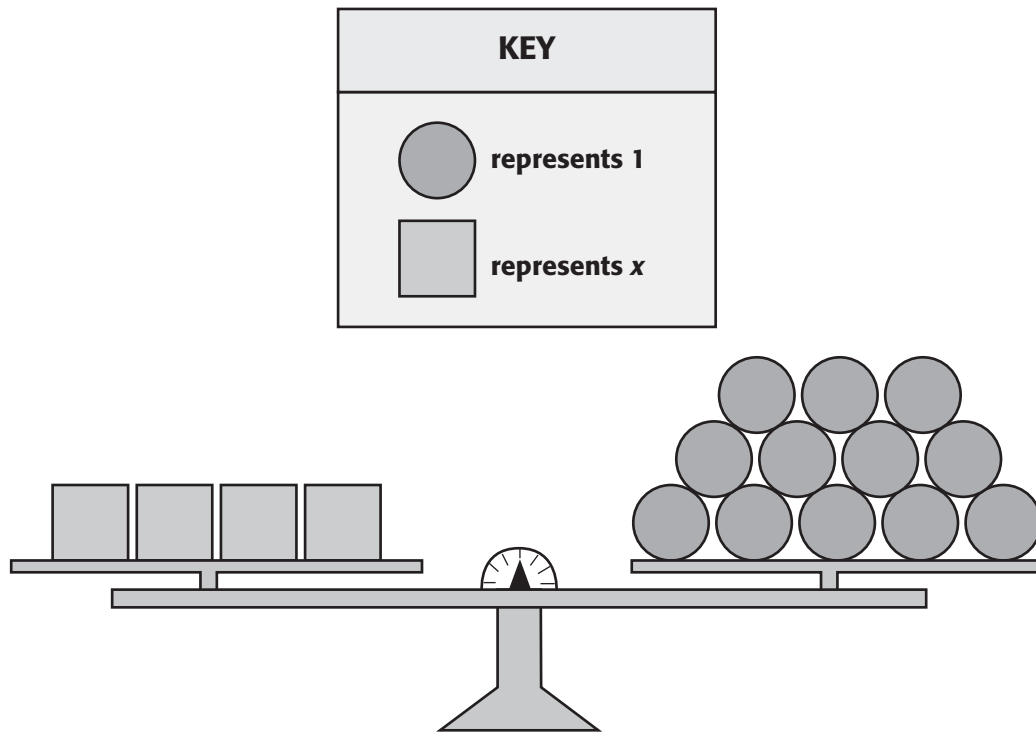
- 1** A science class recorded the growth of a plant for a month and displayed the data on the line graph shown below.



Assuming the rate of growth is the same, what will be the height of the plant in Week 5?

- A** 7 inches
- B** 8 inches
- * **C** 9 inches
- D** 10 inches

- 2 Which mathematical statement is best modeled by the balanced scale shown below?

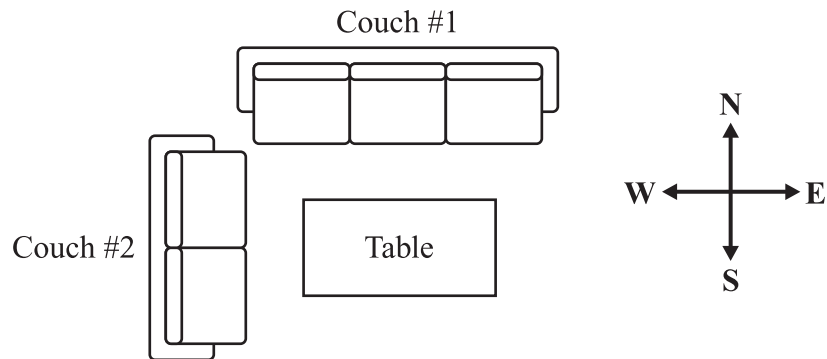


- A $4 + x = 12$
- B $4 + x > 12$
- C $4x > 12$
- * D $4x = 12$

- 3 Willis Middle School is building a new soccer field. They need to mark the field boundaries. Which unit of measure is the **most** appropriate to use for measuring the field?

- * A meters
- B kilometers
- C millimeters
- D centimeters

- 4** Mary wants to redecorate her living room. The current layout of the room, shown below, has Couch #1 at the north end of the room.



If Mary rotates the two couches 90° clockwise around the table, in which part of the room will Couch #2 be?

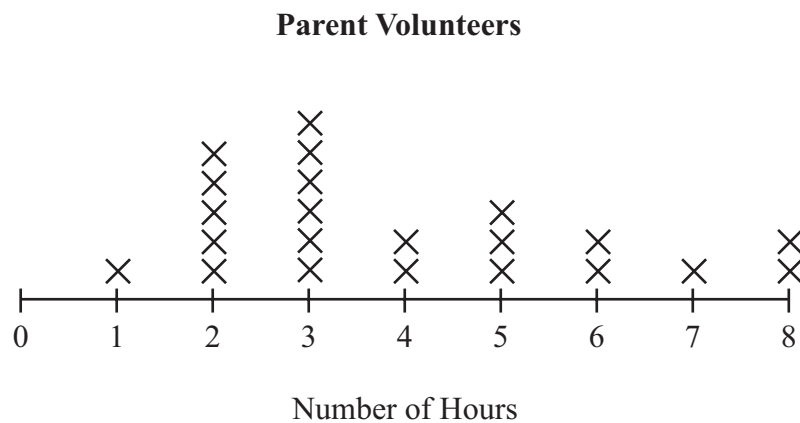
- A** the east end
- B** the west end
- C** the south end
- * **D** the north end

- 5** The 6th grade class is making phone calls to ask community members for donations. There are 1,305 people to call and 9 volunteers to make the calls. How can you tell if 1,305 phone calls can be divided up evenly among the 9 students?
- A** Determine if 2 and 3 both divide evenly into 1,305. If they do, then so will 9.
 - * B** Add up all the digits in the number 1,305. If the sum is divisible by 9, then 9 is a factor of the entire number.
 - C** Determine if 9 divides evenly into the last two digits, and if it does then it will be a factor of the entire number.
 - D** Add up all the digits in the number 1,305. If the sum is divisible by 3, then 9 is a factor of the entire number.

CALCULATOR PERMITTED—ITEMS 6–20 and A–C



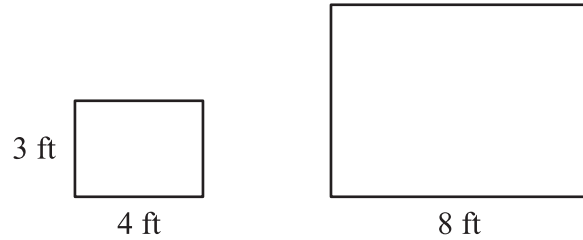
- 6 The line plot below was used to organize data about the number of volunteer hours parents gave to the school.



How many parents volunteered 2 or 3 hours?

- A** 5
- B** 6
- * **C** 11
- D** 22

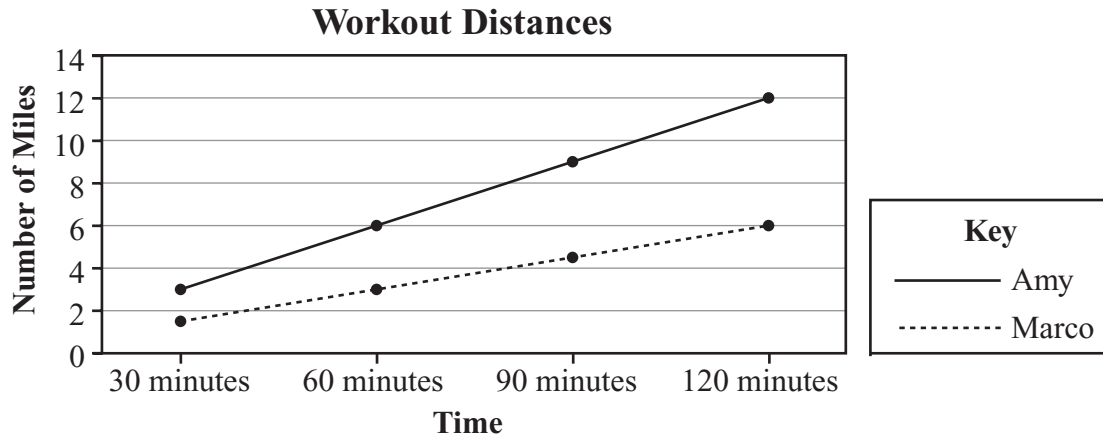
- 7** In the figure below, the two rectangles are similar, with the width of each being smaller than its length.



What is the width of the larger rectangle?

- A** 3 ft
- B** 4 ft
- * **C** 6 ft
- D** 7 ft

- 8** Marco walked while his sister Amy ran at the track. Their distances and times are shown in the graph below.



How much further did Amy go than Marco in 120 minutes?

- A** 4 miles
- B** $4\frac{1}{2}$ miles
- * **C** 6 miles
- D** 9 miles
-
- 9** Meredith's friends ate $\frac{4}{5}$ of her cake.
Which percentage is equal to $\frac{4}{5}$?
- A** 13%
- B** 45%
- C** 70%
- * **D** 80%
- 10** Which unit would be **best** in measuring the mass of a cow?
- * **A** kilograms
- B** kilometers
- C** milligrams
- D** millimeters

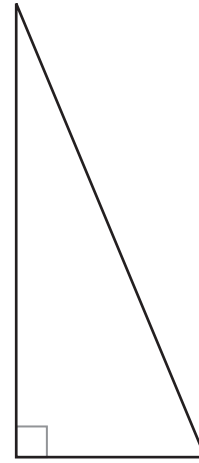
- 11** Look at the table below.

x	$f(x)$
0	0
1	4
2	8
3	12
4	16

What is the equation of the line that contains all of the points in the table?

- * **A** $f(x) = 4x$
- B** $f(x) = \frac{x}{4}$
- C** $f(x) = x + 3$
- D** $f(x) = x + 4$

- 12** Which classifications best describe the triangle shown?



- A** equilateral and equiangular
- B** acute and isosceles
- * **C** scalene and right
- D** obtuse and isosceles

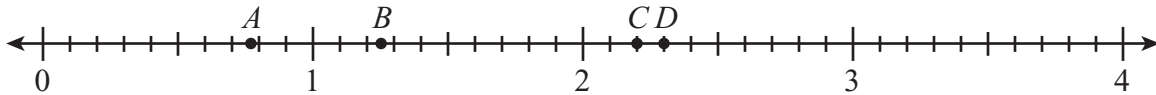
- 13** An algebraic expression is written below.

$$3x + 8$$

What is the value of this expression when $x = 5$?

- A** 16
- * **B** 23
- C** 24
- D** 43

- 14** Timoteo graphed the values of four points labeled A , B , C , and D on the number line below.

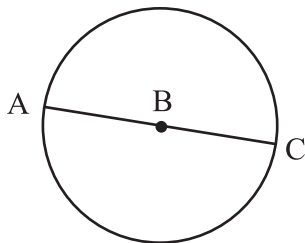


These four points represent the values 77% , $2\frac{1}{5}$, 2.3 , and $\frac{10}{8}$ on the number line.

Which of the following shows the values in the order of A , B , C , and D on the number line above?

- A** 77% , $2\frac{1}{5}$, 2.3 , and $\frac{10}{8}$
- B** $\frac{10}{8}$, $2\frac{1}{5}$, 2.3 , and 77%
- C** 2.3 , $2\frac{1}{5}$, $\frac{10}{8}$, and 77%
- * D** 77% , $\frac{10}{8}$, $2\frac{1}{5}$, and 2.3

- 15** Which term describes line segment AC ?



- A** center
- B** radius
- * C** diameter
- D** circumference

- 16** A picture of a black swallowtail caterpillar is shown.



Which is closest to the length, in inches, of the black swallowtail caterpillar?

- * **A** $1\frac{3}{4}$
- B** $1\frac{7}{8}$
- C** $2\frac{1}{8}$
- D** $2\frac{1}{4}$

- 17** Johnny wants to create a study that shows the different types of sports boys and girls play. After Johnny records if he's speaking with a boy or girl, which question would yield the most useful information?

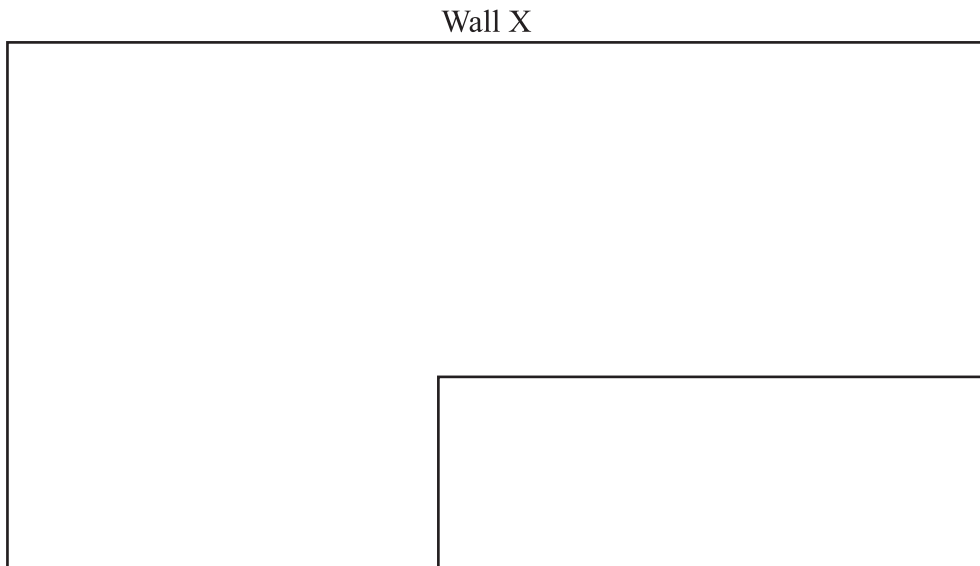
- A** Do you play sports?
- * **B** Which sports do you play?
- C** How many sports do you play?
- D** How many hours per week do you play sports?

- 18** Three vertices of parallelogram $JKLM$ are $J(2, 2)$, $K(4, 6)$, and $L(9, 6)$.

Which ordered pair could represent point M ?

- A** $(2, 10)$
- B** $(4, 2)$
- * **C** $(7, 2)$
- D** $(9, 10)$

- 19** Maya drew the floor plan below of her bedroom.



What is the length, to the nearest $\frac{1}{8}$ inch, of Wall X? You may use your ruler to help you.

- A** $1\frac{6}{8}$
- B** $2\frac{7}{8}$
- C** $4\frac{6}{8}$
- * **D** $5\frac{1}{8}$

- 20** The table below shows the relation between two variables.

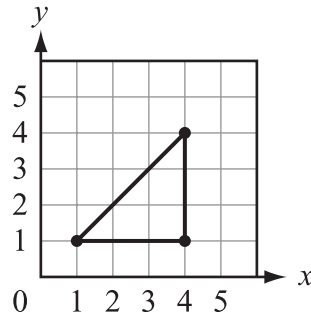
x	y
1	8
3	16
5	24
7	32

According to the relation, what is the value of y when $x = 10$?

- A** 40
- * **B** 44
- C** 48
- D** 56

Mathematics Item A—2013 Grade 6

- A** A polygon is formed by graphing the points $(1, 1)$, $(4, 1)$, and $(4, 4)$ on the coordinate plane below.



1. What type of polygon is graphed above?
2. What is the classification of this polygon by its sides? Show all work or explain your answer.
3. What is the classification of this polygon by its angles? Show all work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

Mathematics Item A Scoring Rubric—2013 Grade 6

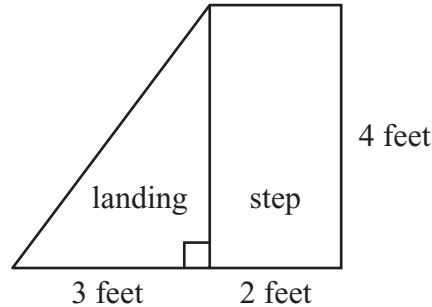
Score	Description
4	The student earns 5 points. The response contains no incorrect work.
3	The student earns 4 points.
2	The student earns 2 – 3 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Solution and Scoring

Part	Points
1	<p>1 point possible:</p> <p>1 point: Correct answer: Triangle</p>
2	<p>2 points possible:</p> <p>1 point: Correct answer: Isosceles or Isosceles Triangle</p> <p>AND</p> <p>1 point: Correct and complete explanation Give credit for the following or equivalent:</p> <p>Ex. 2 of the sides are of equal length, 3 units</p>
3	<p>2 points possible:</p> <p>1 point: Correct answer: Right or Right Triangle</p> <p>AND</p> <p>1 point: Correct and complete explanation Give credit for the following or equivalent:</p> <p>Ex. 1 of the angles is 90 degrees</p>

Mathematics Item B—2013 Grade 6

- B** Max is carpeting his stairs. There is a landing halfway down the steps. A **top view** of the triangular landing and the next step down are shown in the picture below.



1. Max has 12 square feet of carpet. How much of it will he need to cover the triangular landing? Show your work or explain your answer.
2. Does Max have enough carpet left to cover the next step down? Show your work or explain your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Mathematics Item B Scoring Rubric—2013 Grade 6

Score	Description
4	The student earns 4 points. The response contains no incorrect work and units of ft^2 are used in Part 1.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" is assigned for the item.)

Solution and Scoring

Part	Points
1	<p>2 points possible:</p> <p>2 points: Correct answer: 6 sq. ft. Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. $\frac{1}{2} \times 3 \times 4 = 6$</p> <p>OR</p> <p>1 point: Correct answer: 6 sq. ft. Work and/or explanation is incomplete, missing, or incorrect</p> <p>or</p> <p>Answer is missing or incorrect due to arithmetic or copy error Correct and complete work and/or explanation shown</p>
2	<p>2 points possible:</p> <p>2 points: Correct answer: No <i>Or correct answer based on previous part</i> Correct and complete explanation or work shown Give credit for the following or equivalent:</p> <p>Ex. $2 \times 4 = 8$ $12 - 6 = 6$ $8 > 6$</p> <p>Ex. He needs 8 and he has 6 left.</p> <p>OR</p> <p>1 point: Correct answer: No <i>Or correct answer based on previous part</i> Work and/or explanation is incomplete, missing, or incorrect Note: No credit is given if this is not based on Part 1.</p> <p>or</p> <p>Answer is missing or incorrect due to arithmetic or copy error Correct and complete work and/or explanation shown</p>

Mathematics Item C—2013 Grade 6
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- C** Use the table below to complete the following items.

x	y
64	16
60	15
56	14
52	13

- Copy the table into your answer document. Continue the table for x -values of 48, 44, and 40. Show your work.
- Write an equation to represent the values in the table. Show your work or explain your answer.
- What would the equation be if you switched the x -values and the y -values? Show your work.

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

Mathematics Item C Scoring Rubric—2013 Grade 6

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3 – 3½ points.
2	The student earns 2 – 2½ points.
1	The student earns ½ – 1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Solution and Scoring

Part	Points																
1	<p>2 points possible:</p> <p>2 points: Completes table with correct Y values: 12, 11, 10 Give credit for the following or equivalent: Ex.</p> <table border="1"> <thead> <tr> <th>X</th><th>Y</th></tr> </thead> <tbody> <tr> <td>64</td><td>16</td></tr> <tr> <td>60</td><td>15</td></tr> <tr> <td>56</td><td>14</td></tr> <tr> <td>52</td><td>13</td></tr> <tr> <td>48</td><td>12</td></tr> <tr> <td>44</td><td>11</td></tr> <tr> <td>40</td><td>10</td></tr> </tbody> </table> <p>OR</p> <p>1 point: Completes table with 1 or 2 correct Y values</p>	X	Y	64	16	60	15	56	14	52	13	48	12	44	11	40	10
X	Y																
64	16																
60	15																
56	14																
52	13																
48	12																
44	11																
40	10																
2	<p>1 point possible:</p> <p>1 point: Correct equation: $y = x \div 4$ <i>Or correct answer based on previous part</i> Give credit for the following or equivalent:</p> <p>Ex. $y = \frac{1}{4}x$ $x = 4 \times y$</p> <p>OR</p> <p>$\frac{1}{2}$ point: Correct expression: $x \div 4$ Give credit for the following or equivalent:</p> <p>Ex. $4 \times y$</p>																
3	<p>1 point possible:</p> <p>1 point: Correct answer: $y = x \times 4$ <i>Or correct answer based on previous parts</i> Give credit for the following or equivalent:</p> <p>Ex. $y = 4x$ $x = y \div 4$</p> <p>OR</p> <p>$\frac{1}{2}$ point: Correct expression: $x \times 4$ Give credit for the following or equivalent:</p> <p>Ex. $y \div 4$</p>																

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Mathematics Reference Sheet Grade 6

Use the information below, as needed, to answer questions on the Mathematics test.

Square	Rectangle	Triangle	Parallelogram
Area = s^2 Perimeter = $4s$	Area = lw Perimeter = $2l + 2w$	Area = $\frac{1}{2}(b \times h)$ Perimeter = $a + b + c$	Area = bh Perimeter = $2a + 2b$

Miscellaneous Conversions

$$\pi \approx 3.14$$

$$1 \text{ foot} = 12 \text{ inches}$$

$$1 \text{ yard} = 3 \text{ feet}$$

$$1 \text{ mile} = 5,280 \text{ feet}$$

$$1 \text{ pound (lb)} = 16 \text{ ounces (oz)}$$

$$1 \text{ cup} = 8 \text{ ounces (oz)}$$

$$1 \text{ pint} = 2 \text{ cups}$$

$$1 \text{ quart} = 2 \text{ pints}$$

$$1 \text{ gallon} = 4 \text{ quarts}$$

$$1 \text{ kilogram} = 1000 \text{ grams}$$

$$1 \text{ meter} = 100 \text{ centimeters}$$

$$1 \text{ decimeter} = 10 \text{ centimeters}$$

$$1 \text{ centimeter} = 10 \text{ millimeters}$$

$$1 \text{ kilometer} = 1000 \text{ meters}$$

$$1 \text{ liter} = 1000 \text{ milliliters}$$

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Arkansas Department of Education April 2011.



Sticky Business

by Lynn Katulka

Inventor George de Mestral carefully stepped over branches and leaves, trying not to make a sound. He was doing his best to capture the biggest and fattest damsel fly for his collection. He liked to look at the details of all types of insects under his microscope. The damsel fly, with its delicate wings, was particularly interesting. SWISH went the net over the leaf the damsel fly was resting on. SPLASH went George's left foot into the brook and . . . nothing. Once again the damsel fly got away. A soggy Mr. de Mestral called that miss the final straw and grudgingly headed home.

Though George didn't catch any damsel flies, his trousers had much better luck catching hundreds of sticky and prickly burrs. George tried but the burrs didn't want to let go of his trousers, and he ended up bringing many home. Since he didn't have any damsel flies to view, George decided to look at the stubborn burrs under his microscope to see what made them stick. He found that each burr was covered with hooks that looked like a monster's mouthful of spiked, fang teeth. These hooks grabbed onto anything with a loop, such as clothing fiber, animal fur, or even human hair. Those tiny hooks gave Mr. de Mestral an idea of making two different kinds of fabrics. One fabric would be similar to a flat burr with hundreds of tiny, grabbing hooks. The other fabric would have hundreds of tiny, catching loops. Attach anything you like to the opposite side of these two fabrics, and you have instant, sticky business.

3 Mr. de Mestral tried for several years to master the sticky fabric. Sometimes the loops were too big for the hooks, and sometimes the hooks were too big for the loops. He kept trying, and success finally came. Soon he was weaving together 300 tiny hooks and loops in one single inch of fabric. George de Mestral had invented Velcro.

Velcro has come a long way since Mr. de Mestral's damsel fly adventure in 1948. It is seen almost everywhere today. Look around. Is there Velcro on your sneakers? Your watchband? Your backpack? How about your jacket or wallet? Maybe your school lunch bag is Velcroed shut, or the cast for a sprained ankle may be Velcroed together.

Velcro is even used in places you wouldn't expect. It helped hold together a human heart during the first artificial heart surgery. It's in nuclear power plants and even army tanks, holding flashlights and tools to the walls. NASA even uses it on the inside of space helmets so that astronauts have a rough surface to scratch an itchy nose or chin. Velcro can hold a person to a wall if there are enough hooks, and you have enough courage!

In the future, Velcro might take the place of zippers and snaps. Can you imagine dads saying, "Velcro that jacket up. It's cold outside!" How about catching a baseball or football with a Velcro glove? Imagine Velcro placemats with Velcroed forks and Velcroed plates to prevent those disastrous spills. Who would need pockets if you could Velcro your pens and pencils, yo-yos, and candy bars right to your shirt?

So take a hike! Catch a burr. Look around. Maybe there's an inventor in you. All it takes is a little thought, a little luck, and a lot of determination.

1 The author compares a burr's hooks to

- A** fabric.
- B** damsel flies.
- * **C** a monster's teeth.
- D** the loops in fabric.

2 Which **best** states the main idea in paragraph 3?

- A** De Mestral accidentally invented Velcro.
- B** De Mestral never gave up on any of his ideas.
- * **C** De Mestral kept trying until he invented Velcro.
- D** De Mestral wove 300 loops and hooks onto fabric.

3 In his experiments, de Mestral tried to create a fabric that

- A** had a smooth surface.
- B** was made of burrs.
- * **C** imitated burrs.
- D** felt sticky.

4 According to the passage, which item using Velcro does **not** involve sticking two parts together?

- * **A** space helmet
- B** baseball glove
- C** watchband
- D** flashlight

- 5** In the last paragraph, when the author tells the reader to “look around,” she means that
- A** the reader might see damsel flies.
 - * **B** nature might inspire invention.
 - C** the reader needs a break.
 - D** burrs are everywhere.
- 6** This passage is **mostly** about the
- A** life of the inventor of Velcro.
 - B** the hooks and loops of Velcro.
 - C** experiments resulting in Velcro.
 - * **D** invention of and uses for Velcro.
- 7** Which sentence from the passage states the author’s opinion?
- A** One fabric would be similar to a flat burr with hundreds of tiny, grabbing hooks.
 - B** Mr. de Mestral tried for several years to master the sticky fabric.
 - C** Sometimes the loops were too big for the hooks, and sometimes the hooks were too big for the loops.
 - * **D** All it takes is a little thought, a little luck, and a lot of determination.
- 8** With which statement would the author of the passage **most likely** agree?
- A** Velcro has changed the fabric of all clothes.
 - B** Velcro needs to be updated and improved.
 - C** Velcro will be replaced by a new fastener.
 - * **D** Velcro will continue to be a useful tool.

Reading Item A—2013 Grade 6

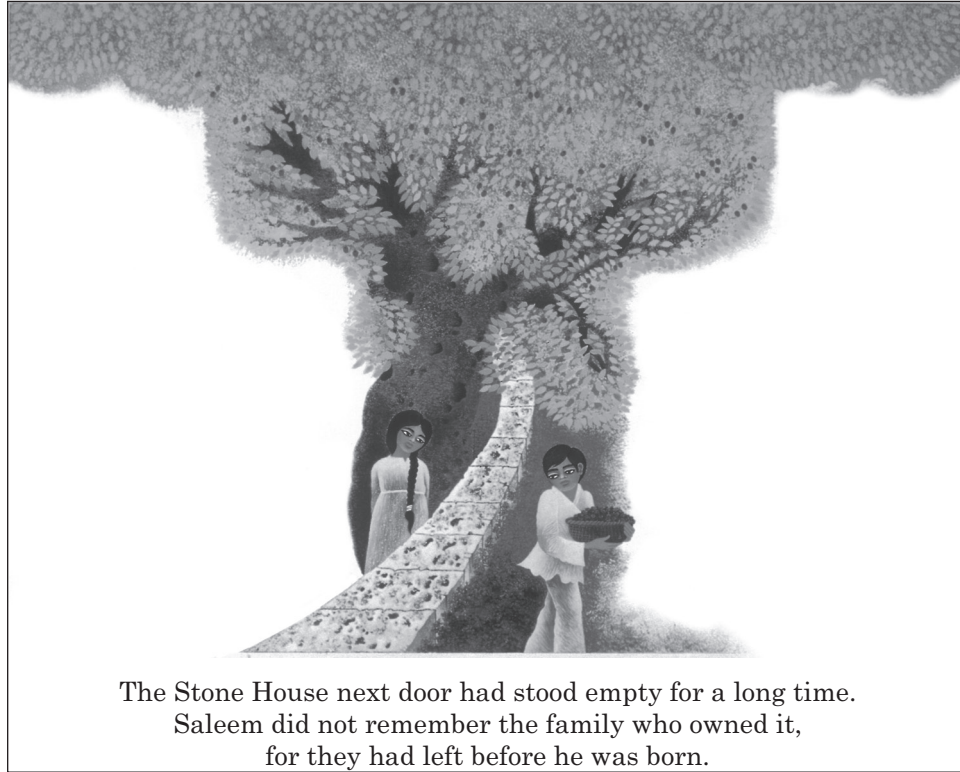
- A** Explain the role that luck played in Mr. de Mestral’s invention of Velcro, using two specific details from the passage in your explanation. Explain the role that determination played in Mr. de Mestral’s invention of Velcro, using two specific details from the passage in your explanation.

Reading Item A Scoring Rubric—2013 Grade 6

Score	Description
4	The response explains the role of luck and determination including at least two details from the passage to support each explanation.
3	<p>The response explains the role of luck including two details from the passage to support the explanation and explains the role of determination including one detail from the passage to support the explanation.</p> <p style="text-align: center;">OR</p> <p>The response explains the role of determination including two details from the passage to support the explanation and explains the role of luck including one detail from the passage to support the explanation.</p>
2	<p>The response explains the role of luck and determination using one detail from the passage in each explanation.</p> <p style="text-align: center;">OR</p> <p>The response explains the role of luck including two details from the passage to support the explanation.</p> <p style="text-align: center;">OR</p> <p>The response explains the role of determination including two details from the passage to support the explanation.</p>
1	<p>The response explains the role of luck using one detail from the passage to support the explanation.</p> <p style="text-align: center;">OR</p> <p>The response explains the role of determination using one detail from the passage to support the explanation.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

The Olive Tree

by Elsa Marston
illustrated by Krystyna Stasiak



1 Saleem's homeland of Lebanon had been torn by years of conflict among people of different religions. Some, like the Besharas, had moved away from homes where they had formerly lived in peace with their neighbors. Now, thank goodness, the Besharas were coming back. As Saleem watched them carrying in mattresses, cooking pots, and suitcases, he hoped they would have a boy about his age.

He also wondered about the large old olive tree in the Besharas' yard. It produced the best olives in Lebanon, his mother always said as she put them in jars with lemon and hot pepper. Saleem's family had enjoyed those olives for as long as he could remember. Would that change?

The Beshara family soon settled in their house. They were always polite to their neighbors, but they did not return the visits or the hospitable gifts such as fresh figs and

plates of stuffed vine leaves. Saleem heard his parents say the Besharas still seemed uneasy. And what was more, they did not have a boy. They had a girl named Nada who wanted nothing to do with Saleem.

4 No one said anything about the fine old olive tree, and Saleem wondered when they would.

Soon the plump green olives started to ripen. They dropped to the ground and, as always, Saleem gathered them up.

One morning he noticed Nada leaning on the wall between their two yards.

For a while she watched without saying anything. And then she did.

“Those are our olives. Ours!”

Saleem straightened up to face her. “They’re on our land.”

“Yes, but the tree is on our land,” Nada said. “It grows in our soil, its roots go under our house, it drinks our water. It has belonged to my family for a hundred years.”

Yes, as Saleem knew very well, the tree belonged to the Besharas. But it is the nature of olive trees, as they grow older, to twist into strange, contorted shapes. While the trunk of the Besharas’ tree stood firmly on their land, many of the large limbs stretched far over the wall. They dropped the best olives in Lebanon onto the property of Saleem’s family.

Saleem said, “All the time you were away, we took care of this tree. We pruned it and watered it. We have a right to the olives.”

“But now we’re back, and we’ll take care of it!” said Nada. “My father will see to it that we get the olives.”

Saleem dumped all the olives he had gathered on the ground and stalked away. For a few days the fruit went on dropping and simply lay there in the dust.

15 One night a fierce storm rolled over the mountains. Thunder boomed and lightning flashed. One terrible bolt seemed to shake the whole world. At daybreak Saleem rushed outside.

The olive tree was gone. Its beautiful silvery-green leaves were blown far and wide, and the tree lay in lumps and splinters, scattered over the yards of the two families. Nada and her family stood on their side of the wall, which had also been broken when the lightning struck. Saleem and his family stood on their side.

Everyone stared at what was left of the tree. Then, one by one, the grownups drifted sadly back into their houses.

Saleem remained, his large, dark eyes threatening to spill their tears. No more shade from the comforting branches with their softly whispering leaves . . . and no more olives. There was only one good thing left: plenty of firewood.

Then Saleem noticed Nada standing in the doorway of her kitchen. Slowly she came over to the broken wall.

“They always told me about this tree,” she said quietly. “I wondered if I would ever see it. It was so old and beautiful, they said, and gave such good olives. I thought this

tree was really like my home, my parents' and grandparents' home that they nearly lost. And now it's gone."

Saleem wanted to say that it was the Besharas' own fault that they'd nearly lost their home; they hadn't had to leave. But what good would that do? Instead he looked once more around the wood-strewn yard, then turned back to Nada.

"Anyway," he said, "you'll be warm this winter." He picked up a couple of large chunks of wood, stepped over the broken wall, and laid the wood in Nada's yard.

Saleem made several more trips, carrying wood to Nada's yard. Then he stopped short in surprise.

Nada was doing the same thing in Saleem's yard.

All morning the two worked in silence, clearing the olive wood and stacking it against each other's houses.

26 When at last Saleem went in for lunch, he found on the wooden chair by his door a little heap of olives, carefully salvaged from among the splinters and withering leaves.

9 Based on details in the passage, the Besharas moved to get away from

- A** fighting over property.
- B** the olive business.
- C** their nosy relatives.
- * **D** conflicts of religion.

10 Which word can **best** replace the word formerly as it is used in paragraph 1 of the passage?

- * **A** previously
- B** already
- C** usually
- D** lately

11 Based on the details in paragraph 4, Saleem is worried that his family

- A** will not receive any gifts.
- B** could lose more neighbors.
- * **C** might not get the olives to eat.
- D** will have no firewood to burn.

12 Why, in paragraph 15, does Saleem rush outside at daybreak?

- A** to visit Nada at the Besharas'
- * **B** to check the storm damage
- C** to get the best firewood
- D** to see the lightning

13 Which word can **best** replace the word salvaged as it is used in paragraph 26 of the passage?

- * **A** rescued
- B** plucked
- C** bundled
- D** discarded

14 After sharing the firewood, Saleem and Nada will **most likely** be

- * **A** friendly.
- B** married.
- C** related.
- D** alone.

15 Which **best** describes where the tree was located?

- A** The entire tree was in the yard belonging to Nada's family.
- B** The entire tree was in the yard belonging to Saleem's family.
- C** The trunk was in Saleem's yard, and the branches extended to Nada's yard.
- * **D** The trunk was in Nada's yard, and the branches extended to Saleem's yard.

16 This story is mainly about

- A** a tree that produces delicious olives.
- B** a storm that destroys a precious old tree.
- C** kids who help their families after a storm.
- * **D** neighbors who learn to share with each other.

Reading Item B—2013 Grade 6

- B** Identify two of Saleem’s emotions in the passage. For each emotion, describe an action of Saleem’s which reveals that emotion.

Reading Item B Scoring Rubric—2013 Grade 6

Score	Description
4	The response identifies two of Saleem’s emotions and describes an action of Saleem’s that reveals each of these emotions.
3	The response identifies two of Saleem’s emotions and describes an action of Saleem’s that reveals one of these emotions.
2	<p>The response identifies two of Saleem’s emotions.</p> <p style="text-align: center;">OR</p> <p>The response identifies one of Saleem’s emotions and describes an action of Saleem’s that reveals this emotion.</p>
1	<p>The response identifies one of Saleem’s emotions.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

- 1** Philippe’s homework assignment was to write a report about a local artist based on an interview. What is the **most likely** purpose of Philippe’s report?
- A** to persuade readers to become artists
 - * **B** to inform readers about a community member
 - C** to entertain readers with a story about art
 - D** to explain to readers what types of careers are important

- 2** Ellen is writing a report that includes many important facts about elephants. Which type of report is Ellen writing?
- A** persuasive
 - B** descriptive
 - * **C** informative
 - D** narrative

- 3** Read the poem.

White-capped waves crashing against
the sandy shore
Children laughing loudly
Bees busily buzzing by as they fly
from flower to flower
The soothing sounds of summer

Which type of figurative language appears in the poem?

- * **A** alliteration
- B** hyperbole
- C** simile
- D** metaphor

- 4** Read the paragraph.

¹Ella and Rob built a model aircraft to enter in the school model show. ²They spent hours designing, building, and testing their plane. ³To improve its performance, they tilted the wings. ⁴The change helped to smooth out the plane’s flights and prevented crash landings. ⁵_____, they decided it was ready to enter in the show. ⁶They hoped to win a ribbon for their hard work.

Which transition is **most** effective to begin sentence 5?

- * **A** Based on this
- B** Regardless
- C** In conclusion
- D** Furthermore

WRITING PROMPT

Your class has been talking about what it means to be a good friend. Your teacher has asked all students to write an essay about being a good friend.

Before you begin to write, think about what it means to be a good friend. What are some of the things a person does to show he or she is a good friend?

Now write about what it means to be a good friend. Give enough detail so that your teacher will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.

- ☐ Have you focused on one main idea?
- ☐ Have you used enough detail to explain yourself?
- ☐ Have you put your thoughts in order?
- ☐ Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

- ☐ Will others understand how you think or feel about an idea?
- ☐ Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
- ☐ Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

- ☐ Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

- ☐ Have you described things, places and people the way they are? (Hint: Use enough detail.)
- ☐ Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- ☐ Have you used the right words in the right places?

4. Look at your handwriting.

- ☐ Can others read your handwriting with no trouble?

Domain Scoring Rubric

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are:

- Selected vocabulary
- Sentence variety
- Tone
- Voice
- Selected information

Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers
- Standard word order

Usage (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale.

4 =The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 =The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 =The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.

1 =The writer demonstrates **little** or **no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

Nonscoreable and Blank Papers

Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of "0." Blank papers indicate no response was written and will be reported as NA (no attempt), which translates into a score of "0."

The Arkansas Mathematics Curriculum Framework*

Strands	Content Standards	Student Learning Expectations
1—Number and Operations (N)	1. Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers, and number systems.	<ol style="list-style-type: none"> 1. Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations. 2. Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value. 3. Round and compare decimals to a given <i>place value</i> including thousandths. 4. Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number line.
	2. Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another.	<ol style="list-style-type: none"> 1. Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9). 3. Apply the addition, subtraction, multiplication and division properties of equality to one-step <i>equations</i> with <i>whole numbers</i>.
	3. Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates.	<ol style="list-style-type: none"> 1. Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number operations</i> (+, -, x, /). 2. Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution. 3. Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil).
2—Algebra (A)	4. Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relations, and functions.	<ol style="list-style-type: none"> 1. Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations. 2. Interpret and write an <i>algebraic</i> rule for a one <i>operation function table</i>. Ex. $y = x + 3$
	5. Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols.	<ol style="list-style-type: none"> 1. Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i>. 2. Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i>. 3. Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /).
	6. Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships.	<ol style="list-style-type: none"> 1. Complete, with and without appropriate <i>technology</i>, and interpret tables and <i>line graphs</i> that represent the relationship between two <i>variables</i> in <i>quadrant I</i>. Ex. time and distance
3—Geometry (G)	8. Geometric Properties: Students shall analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	<ol style="list-style-type: none"> 2. Investigate with manipulatives or grid paper what happens to the <i>perimeter</i> and <i>area</i> of a <i>two-dimensional</i> shape when the dimensions are changed. Ex. length of sides are doubled 3. Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i>. 4. Draw, label and determine relationships among the <i>radius</i>, <i>diameter</i>, <i>center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the <i>diameter</i>) of a circle. 5. Identify <i>similar figures</i> and explore their properties.
	9. Transformation of Shapes: Students shall apply transformations and the use of symmetry to analyze mathematical situations.	<ol style="list-style-type: none"> 2. Describe positions and orientations of shapes under <i>transformation</i> (<i>translation</i>, <i>reflection</i> and <i>rotation</i>) recognizing the size and shape do not change.
	10. Coordinate Geometry: Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.	<ol style="list-style-type: none"> 1. Use <i>ordered pairs</i> to plot points in <i>Quadrant I</i>. 2. Plot points that form the <i>vertices</i> of a geometric figure and draw, identify, and classify the figure.

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

The Arkansas Mathematics Curriculum Framework* (continued)

Strands	Content Standards	Student Learning Expectations
4—Measurement (M)	12. Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects.	1. Identify and select appropriate units and tools from both systems to measure. Ex. angles with degrees, distance with feet/meters
	13. Systems of Measurement: Students shall identify and use units, systems, and processes of measurement.	2. Determine which unit of measure or measurement tool matches the context for a problem situation. 3. Draw and measure distance to the nearest mm and 1/8 inch accurately. 4. Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms. 5. Find the distance between two points on a number line. 6. Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures).
5—Data Analysis and Probability (D)	14. Data Representation: Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population. 3. Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i> .
	15. Data Analysis: Students shall select and use appropriate statistical methods to analyze data.	1. Interpret graphs such as <i>double line graphs</i> and <i>circle graphs</i> . 2. Compare and interpret information provided by measures of <i>central tendencies (mean, median and mode)</i> and <i>measures of spread (range)</i> .
	16. Inferences and Predictions: Students shall develop and evaluate inferences and predictions that are based on data.	1. Use observations about differences in data to make justifiable inferences.

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Mathematics*

Item	Strand	Content Standard	Student Learning Expectation
1	D	16	1
2	A	5	1
3	M	13	2
4	G	9	2
5	N	2	1
6	D	14	3
7	G	8	5
8	D	15	1
9	N	1	1
10	M	12	1
11	A	4	2
12	G	8	3
13	A	5	3
14	N	1	4
15	G	8	4
16	M	13	3
17	D	14	1
18	G	10	2
19	M	13	6
20	A	6	1
A	G	10	2
B	M	13	4
C	A	4	2

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Mathematics items.

Non-Released Items for Mathematics*

Strand	Content Standard	Student Learning Expectation
G	10	1
N	1	3
A	6	1
D	14	3
N	1	2
A	5	2
D	15	2
M	13	5
A	4	1
N	2	3
G	8	2
G	10	1
D	15	1
N	3	2
N	3	3
N	3	1
A	5	3
A	4	1
M	12	1
M	13	4
D	16	1
N	3	3

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Mathematics items.

The Arkansas English Language Arts Curriculum Framework—Reading Strand*

Content Standards	Student Learning Expectations
9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.	5. Monitor comprehension in relation to questions generated. 7. Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters. 10. Distinguish among facts and inferences supported by evidence and opinions in text. 11. Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.). 12. Identify main ideas and supporting evidence in short reading passages. 14. Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast. 16. Use skimming and scanning to locate specific information to develop a general overview. 17. Analyze information from the text, based on purpose and/or level of importance. 19. Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions. 20. Evaluate personal, social, and political issues as presented in text.
10. Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	6. Use skimming and scanning to locate specific information or to develop a general overview.
11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	5. Use context to determine meaning of multiple meaning words. 8. Explain the meaning of figurative language such as idioms, similes and metaphors.

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Reading*

Item	Strand	Content Standard	Student Learning Expectation
1	R	11	8
2	R	9	12
3	R	9	11
4	R	9	14
5	R	9	11
6	R	9	12
7	R	9	10
8	R	10	6
A	R	9	12
9	R	9	20
10	R	11	5
11	R	9	7
12	R	9	7
13	R	11	5
14	R	9	19
15	R	9	16
16	R	9	12
B	R	9	7

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the English Language Arts items.

Non-Released Items for Reading*

Strand	Content Standard	Student Learning Expectation
R	9	17
R	9	17
R	11	5
R	9	11
R	9	12
R	10	6
R	9	5
R	9	17
R	9	14

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the English Language Arts items.

The Arkansas English Language Arts Curriculum Framework—Writing Strand*

Content Standards	Student Learning Expectations
4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.	11. Edit individually or in groups for appropriate grade-level conventions, within the following features: <ul style="list-style-type: none"> • <i>Sentence formation</i> <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers • Standard word order • <i>Usage</i> <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling
5. Purpose, Topics, Forms, and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.	1. Write to describe, to inform, to entertain, to explain, and to persuade.
6. Conventions: Students shall apply knowledge of Standard English conventions in written work.	5. Identify and correct fragments and run-ons. 8. Apply correct spelling to commonly misspelled words.
7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.	1. Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers. 4. Use transition words/phrases.

* The Content Standards and Student Learning Expectations listed are those that specifically relate to the released and non-released test items in this booklet.

Released Items for Writing*

Item	Strand	Content Standard	Student Learning Expectation
1	W	5	1
2	W	5	1
3	W	7	1
4	W	7	4

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Writing items.

Non-Released Items for Writing*

Strand	Content Standard	Student Learning Expectation
W	6	8
W	4	11
W	4	11
W	6	5

* Only the predominant Strand, Content Standard, and Student Learning Expectation are listed for the Writing items.



Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

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